

## Aynor Elementary

516 Jordanville Rd.  
Aynor, SC 29511

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	539 Students	
<b>Principal</b>	Carolyn Floyd	843-358-3680
<b>Superintendent</b>	Gerrita Postlewait	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	64	10	1

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Excellent	Below Average	No
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Good	Unsatisfactory	No

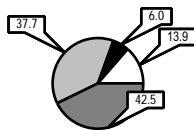
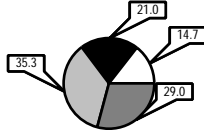
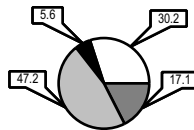
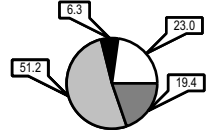
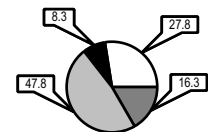
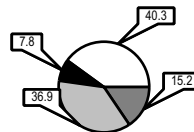
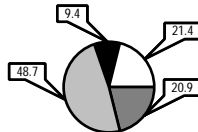
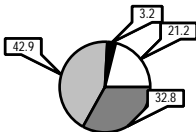
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	274	100.0	13.8	37.5	42.3	6.3	60.5	Yes	Yes
<b>Gender</b>									
Male	152	100.0	20.0	38.6	35.0	6.4	51.4		
Female	122	100.0	6.2	36.3	51.3	6.2	71.7		
<b>Racial/Ethnic Group</b>									
White	238	100.0	10.3	37.7	45.3	6.7	64.1	Yes	Yes
African American	29	100.0	40.0	36.0	20.0	4.0	32.0	I/S	I/S
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	214	100.0	8.5	34.0	50.0	7.5	70.0		
Disabled	60	100.0	34.0	50.9	13.2	1.9	24.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	274	100.0	13.8	37.5	42.3	6.3	60.5		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	271	100.0	13.6	37.6	42.4	6.4	60.8		
<b>Socio-Economic Status</b>									
Subsidized meals	181	100.0	17.1	37.2	39.6	6.1	57.3	Yes	Yes
Full-pay meals	93	100.0	7.9	38.2	47.2	6.7	66.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	274	100.0	14.6	35.2	28.9	21.3	66.4	Yes	Yes
<b>Gender</b>									
Male	152	100.0	17.9	32.1	30.0	20.0	64.3		
Female	122	100.0	10.6	38.9	27.4	23.0	69.0		
<b>Racial/Ethnic Group</b>									
White	238	100.0	10.8	35.0	30.5	23.8	70.9	Yes	Yes
African American	29	100.0	52.0	32.0	12.0	4.0	28.0	I/S	I/S
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	214	100.0	4.0	36.5	33.0	26.5	76.5		
Disabled	60	100.0	54.7	30.2	13.2	1.9	28.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	274	100.0	14.6	35.2	28.9	21.3	66.4		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	271	100.0	14.8	34.8	28.8	21.6	66.4		
<b>Socio-Economic Status</b>									
Subsidized meals	181	100.0	21.3	35.4	26.2	17.1	62.2	Yes	Yes
Full-pay meals	93	100.0	2.2	34.8	33.7	29.2	74.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	274	99.6	29.8	47.2	17.1	6.0	23.0
<b>Gender</b>							
Male	152	99.3	32.4	43.2	17.3	7.2	24.5
Female	122	100.0	26.5	52.2	16.8	4.4	21.2
<b>Racial/Ethnic Group</b>							
White	238	99.6	24.3	50.5	18.5	6.8	25.2
African American	29	100.0	72.0	24.0	4.0	0.0	4.0
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	214	100.0	22.0	51.5	19.5	7.0	26.5
Disabled	60	98.3	59.6	30.8	7.7	1.9	9.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	274	99.6	29.8	47.2	17.1	6.0	23.0
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	271	99.6	29.3	47.8	16.9	6.0	22.9
<b>Socio-Economic Status</b>							
Subsidized meals	181	99.5	35.6	42.9	16.6	4.9	21.5
Full-pay meals	93	100.0	19.1	55.1	18.0	7.9	25.8

<b>Social Studies</b>							
All Students	273	100.0	22.6	51.2	19.4	6.7	26.2
<b>Gender</b>							
Male	151	100.0	30.2	48.2	14.4	7.2	21.6
Female	122	100.0	13.3	54.9	25.7	6.2	31.9
<b>Racial/Ethnic Group</b>							
White	237	100.0	20.7	50.9	21.2	7.2	28.4
African American	29	100.0	36.0	56.0	4.0	4.0	8.0
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	213	100.0	16.1	52.3	23.6	8.0	31.7
Disabled	60	100.0	47.2	47.2	3.8	1.9	5.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	273	100.0	22.6	51.2	19.4	6.7	26.2
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	270	100.0	22.1	51.8	19.3	6.8	26.1
<b>Socio-Economic Status</b>							
Subsidized meals	180	100.0	25.2	54.6	15.3	4.9	20.2
Full-pay meals	93	100.0	18.0	44.9	27.0	10.1	37.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	82	100.0	11.4	25.3	46.8	16.5	63.3
	4	79	100.0	20.0	33.3	40.0	6.7	46.7
	5	98	99.0	10.5	35.8	50.5	3.2	53.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	102	100.0	9.5	23.2	58.9	8.4	67.4
	4	82	100.0	17.6	51.4	24.3	6.8	31.1
	5	90	100.0	14.6	42.7	40.2	2.4	42.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	82	100.0	8.9	51.9	30.4	8.9	39.2
	4	79	100.0	14.7	36.0	21.3	28.0	49.3
	5	98	99.0	8.4	17.9	32.6	41.1	73.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	102	100.0	11.6	41.1	32.6	14.7	47.4
	4	82	100.0	25.7	20.3	33.8	20.3	54.1
	5	90	100.0	8.5	41.5	20.7	29.3	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	102	99.0	23.4	50.0	20.2	6.4	26.6
	4	82	100.0	35.1	37.8	17.6	9.5	27.0
	5	90	100.0	31.7	53.7	13.4	1.2	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	102	100.0	16.8	61.1	16.8	5.3	22.1
	4	82	100.0	23.0	47.3	23.0	6.8	29.7
	5	89	100.0	28.4	44.4	19.8	7.4	27.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 539)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.0%	Down from 1.6%	3.7%	3.0%
Attendance rate	95.6%	Up from 95.4%	96.2%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.3%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.9%	3.3%	3.2%
Eligible for gifted and talented	27.8%	Down from 33.0%	10.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.3%	Up from 8.4%	9.0%	8.2%
Older than usual for grade	0.0%	Down from 0.2%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	38.1%	Up from 35.0%	51.9%	52.6%
Continuing contract teachers	83.3%	Down from 92.5%	84.5%	83.3%
Highly qualified teachers	84.2%	Down from 93.5%	94.5%	93.5%
Teachers with emergency or provisional certificates	7.7%	Up from 5.6%	0.0%	0.0%
Teachers returning from previous year	84.9%	Down from 87.0%	86.7%	87.0%
Teacher attendance rate	93.8%	No change	94.8%	95.0%
Average teacher salary	\$42,428	Up 3.5%	\$41,366	\$41,703
Prof. development days/teacher	32.6 days	Up from 25.5 days	13.2 days	12.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 19.4 to 1	18.4 to 1	18.8 to 1
Prime instructional time	88.3%	Up from 88.2%	89.2%	89.8%
Dollars spent per pupil*	\$6,926	Up 22.5%	\$6,031	\$6,242
Percent of expenditures for teacher salaries*	65.0%	Up from 64.9%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Down from 99.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The staff and community members of Aynor Elementary School are proud of the continuous progress and academic growth of our students. Through our success, we earned recognition as a Palmetto Gold School for performance and for Adequate Yearly Progress (AYP) in 2004.

The South Carolina Education Oversight Committee recognized our school for the second year in a row for closing the achievement gap for low performing students. In order to reach this level of success, we treat each child as an individual. We monitor each student's progress quarterly and make any adjustments needed to ensure success. We provide varied opportunities for success through Reading Recovery, during the school day and after-school tutorials, guidance, Student Study Team interventions, volunteer tutors, peer mediation and student/parent/teacher conferences. We offer various computer programs to assist with early literacy and math interventions. We provide Math Team Time, an additional 40 minute math period daily in grades 1-5. Students are grouped for achievement during this math block. Our English language arts (ELA) focus is reading comprehension. We continue to provide staff development in ELA through reading professional books, modeling, coaching and attending workshops. Our instructional schedule provides daily opportunities for grade level planning for teachers.

Our school was selected by our district to be a Cornerstone school. Cornerstone is a national literacy initiative which provides networking with Cornerstone staff and other schools through video conferences, coaching visits by Cornerstone staff and Cornerstone conferences throughout the school year. Our Curriculum Specialist and two Cornerstone Coaches provide coaching, modeling and staff development for teachers.

"Through the Garden Gate to Cornerstone" is our theme this year, and it signifies the commitment of our staff and community to ensuring success for every student!

Carolyn C. Floyd, Principal

Tony Godsey, School Improvement Council Chair, 2004-05

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	79	64
Percent satisfied with learning environment	97.3%	88.5%	90.5%
Percent satisfied with social and physical environment	97.3%	87.0%	95.2%
Percent satisfied with school-home relations	97.1%	85.9%	85.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.